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ABSTRACT

Male and female adolescents (n=274) indicated (1) the amount of stress they experienced in their day-to-day living, (2) their satisfaction with the help they received from their mothers, fathers, and peers, and (3) perceptions of their well-being in three conceptually distinct areas (life satisfaction, various affective states, and mental and physical well being). The satisfaction with help measures were significantly correlated with the well-being measures, controlling for levels of experienced stress. In addition, the help from each of the three sources was found to be equally beneficial. (Author)

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Benefits to Adolescents of Informal Helping Relationships with their Parents and Peers[1]

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ABSTRACT

274 male and female adolescents indicated (1) the amount of stress they experienced in their day-to-day living, (2) their satisfaction with the help they received from their mothers, fathers, and peers, and (3) perceptions of their well-being in three conceptually distinct areas (life satisfaction, various affective states, and mental and physical well-being). The satisfaction with help measures were significantly correlated with the well-being measures, controlling for levels of experienced stress. In addition, the help from each of the three sources was found to be equally beneficial.

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Benefits to Adolescents of Informal Helping Relationships with their Parents and Peers[1]

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Adolescence is a critical but frequently stormy period of human development. It is marked by rapid physiological and psychological changes, an intense search for one's identity and an accelerated preparation for one's mature social role (Douvan and Adelson, 1966; Hardy and Cull, 1974). The fact that these occur in concert creates a constantly shifting internal and external reality which an adolescent has to deal with and adapt to. How well he negotiates this psychological stage will determine to a great extent how well he will manage later periods of his life (Erikson, 1950, Eisenberg, 1969).

One of the tasks of adolescence is the development of greater autonomy and independence. However, while the adolescent strives and struggles towards this goal, he is still, in many ways, an emotionally and psychologically dependent being. His sense of self is diffuse, his experience of the world limited, and his more mature cognitive abilities, only recently acquired. As diverse demands and changes impinge on him, he experiences confusions, frustrations and conflicts which demand attention and redress, but, which he is as yet, poorly prepared to deal with (Joyce 1966). To successfully cope with and resolve these situations he needs the help and support of others in his social environment. This non-psychiatric help as Dalrymple (1961) puts it, can be effective therapy and can help adolescents grow into more effective, comfortable beings.

The focus of the present study was to explore the informal helping relationships adolescents get involved in when they have problems and difficulties or feel they are under stress. The following questions were of particular interest: (1) Who do adolescents perceive to be important sources of help to them; (2) How important is the parent's role in this regard; and (3) What are the real benefits of informal helping relationships to the adolescents involved as recipients of the helping.

Figure 1 presents a model of the framework underlying this study. There are three panels of variables: (1) experienced stress, (2) adolescents' helping relationships (3) measures of strain. The model outlines the expected relationships between the panels of variables by means of the arrows. Adolescents' helping relationships are visualized as an important variable mitigating the relationships between the stress experienced by adolescents and their resultant well-being.

Enter Figure 1 about here

Method

Subjects

The subjects were 274 high school students, 93 males and 181 females, from grades 9 through 13. The demographic characteristics of the sample are fully presented in Table I. Students ranged in age from 13 to 20 years with a mean age of 16.3 years. Eighty-five percent of the sample were living with both parents; 11% were living with one parent, either mother or father; and 4% were living with someone other than parents. Mothers' ages ranged from less than 35 to between 56 and 60; fathers' ages ranged from less

than 35 to over 60. Fathers, in addition to being older were slightly better educated. Ninety-three percent of the fathers were employed full time; fifty-four percent of the mothers were employed outside the home (34% full time, 20% part time). Family incomes covered a wide range - under $5,000 to over $25,000 per annum. Finally, the vast majority (approximately 99%) of the sample had one or more siblings. Since there were no significant sex differences on the demographic variables, the male and female respondents were treated as one subject group.

Enter Table 1 about here

Procedure

The subject sample was drawn from three secondary schools in or near the Metropolitan Toronto area. The schools differed from one another to the extent that they represented (1) a central-core area school, (2) an older suburban school, and (3) a new suburban school. The study was explained to administrative officials and teachers in these schools and their cooperation was requested. All agreed to cooperate by making students in particular classes available during regular class time to fill out a lengthy questionnaire. The students received a brief introduction to the study and were told that participation was voluntary.

Respondents were asked to rank order the three people they were most likely to go to for help with problems or difficulties that were stressful to them. A list of 17 potential helpers was provided which included such individuals as parents, teachers, a clergyman, a close friend and so on. The category "other" was also included so that respondents could refer to a person who might not be listed.

Measures of Stress

Respondents were asked to indicate how bothered or concerned they were about twenty-six separate aspects of their life. The aspects selected were those generally referred to as particular problems of adolescents in the academic and popular literature (Douvan and Adelson, 1966). They included such items as "concern about my performance in school", "concern about what others think of me", "feeling awkward in social situations", "concern about the way I look", "not knowing what I want to do with my life", etc. Respondents indicated how much they were concerned or bothered by each of the potential problem areas by endorsing one of five Likert-type alternatives. These ranged from "almost never bothered by it" (1) through "sometimes bothered by it" (3) to "almost always bothered by it" (5).

Satisfaction with Informal Help

Respondents were asked to indicate their satisfaction with the help they received from (1) their mothers, (2) their fathers, and (3) some other individual who was a helper to them. Their alternatives on a six point Likert-type scale ranged from (1) "I am very satisfied with the way she/he helps me cope or deal with my problems" through (3) "I am somewhat satisfied--------" to (6) I am very disatisfied with the way she/he helps me cope or deal with my problems".

A composite measure of satisfaction with help was obtained by summing the responses over each of the three helpers (mother, father and other).

Measures of Well-being

Three conceptually distinct areas of well-being were examined:

(1) Satisfaction with Life

This measure, derived in part from earlier research by Bachman et.al.(1970), contained 7 items. Five of these focused on respondent's satisfaction with specific areas of his life (e.g. friendships, family and home life, leisure time). Two of the items tapped more global aspects: their satisfaction with life in general, and whether they felt they had good or bad breaks in life. Respondents indicated their degree of satisfaction on a five-point Likert-type scale. The alternatives ranged from (1) "completely satisfied", through (3) "neither satisfied nor dissatisfied" to (5) "very dissatisfied". Responses to the seven items were summed to from an index measure of satisfaction with life.

(2) Mental and physical well-being

This was assessed by a 17-item scale used in earlier research by Gurin, Veroff and Feld (1960). Respondents were asked to respond to a series of statements about their general well-being. Items included such things as "Are you bothered by all sorts of aches, pains and ailments in different parts of your body?". "Do your hands ever tremble enough to bother you?". "Do you find it difficult to get up in the morning?", and "Are you ever troubled by headaches or pains in the head?". Their responses were recorded on five-point Likert-type scales, the alternatives ranging from "never" (1), through "Sometimes" (3) to "Nearly Always" (5). Responses to the seventeen items were combined to form an index measure of mental and physical well-being.

(3) Affective States

The affective states of our respondents were examined using

measures which Bachman and his colleagues (Bachman et.al., 1970) developed in a longitudinal study of high school students. The measures were designed to evaluate 11 affective states: Emotional Dependence (6 items), Impulse to Aggression (4 items) Overt Aggression (3 items), Depression (6 items), Anomie (8 items), General Anxiety (7 items), Resentment (7 items), Anxiety and Tension (5 items), Irritability (8 items), Guilt (5 items), and Lack of Social Support (4 items). A 5-point Likert-type scale ranging from (1) "almost always true" through to (5) "never true" was used for each item. Respondents were asked to indicate how true each item (e.g., I feel sad) was of them.

Results

Three Most Important Helpers

In response to the item which asked respondents to select and rank the three people they would chose as helpers, the data showed the following: First, peers received 52 percent of the first choices; followed by mothers, who received about thirty percent of the first place choices; followed by fathers, who received seven percent of the first place choices. A wide range of other adult helpers, both lay and professional, accounted for the remaining first choices (11 percent). Of these, professional therapists and adult relatives accounted for 2% of the first choices each. School counselors accounted for less than 1% of the first choices. Roughly, similar patterns emerged in the distribution of second and third choices. These data indicate that for the typical adolescent, the most valued informal helping came from parents and peers.

Measures of Stress

Responses to the twenty-six statements assessing the degree of stress the adolescents experienced in their day-to-day living were factor analyzed, using a principal components varimax rotation method. Seven factors, accounting for 61 percent of the variance, emerged. These seven factors, the number of items loading above .40 on each, and the internal consistency (coefficient alpha) of each factor, are shown in the top half of Table 2. An acceptable level of reliability was present in all but one case (Future Goals).

Enter Table 2 about here

Cluster scores were computed for each of the seven factors, and their inter-correlations were computed. These results indicated that 18 of the 21 correlation coefficients (86%) were significantly different from zero at the .05 level of confidence or better. The correlations, all positive in sign, ranged from a low of .07 (Physical Health and Future Goals) to a high of .66 (Peer Acceptance and Isolation and Estrangement). The mean inter-factor correlation was .35. Thus, in general, adolescents who reported experiencing stress or problems in one area of their existence were also more likely to be experiencing stress or problems in the other areas.

Measures of Satisfaction with informal Help of Parents and Peers

The three satisfaction measures were found to be significantly related to one other ($r = .42$, $.27$, and $.25$, $p < .001$). Thus, adolescents who were more satisfied with the help they received from their mothers were also more likely to be satisfied with the

help they received from their fathers and their peers. Similarly, adolescents who were satisfied with the help they received from their fathers were also more likely to be satisfied with the help they received from their peers.

Measures of Well-being

The bottom half of Table 2 presents the internal consistency reliability estimates of the thirteen well-being measures. In most cases the reliability exceeded .70, indicating that the index measures possessed an acceptable lack of internal consistency. These thirteen measures were inter-correlated and the majority of the correlations (91%) were positive and significantly different from zero ($p < .05$). These correlations ranged from a low of -.04 (Overt Aggression and Lack of Social Support) to a high of .75 (Anomie and Resentment), the mean inter-measure correlation was .36. Thus, adolescents who reported a positive or favourable standing in one area of well-being were also likely to report positive standings on all the other areas as well.

Satisfaction with Informal Help and Well-Being

Table 3 presents the correlations between the satisfaction adolescents reported with each of the three particular helpers and the various measures of well-being. Twenty three of the 39 correlations (59%) were significantly different from zero at the .05 level of confidence or better. Thus, in general adolescents who were more satisfied with the informal help provided by the three sources indicated that they were also more satisfied with life in general, reported fewer psychosomatic symptoms and fewer negative

affective states. An interesting finding was that there were more significant relationships relating to mother's help (11) than relating to father's help (9) or peers (2). This suggested that mothers' help may have most impact on the well-being of adolescents, closely followed by fathers, with peers having the least influence.

Enter Table 3 about here

Stress and Well-being

Table 4 presents the correlations between the 7 stress factors and the various measures of well-being. These data clearly show that experienced stress is negatively and significantly related to measures of well-being. Eighty of the 91 correlations (89%) are significantly different from zero at the .05 level of confidence. Thus, in general, adolescents reporting greater stresses in their lives were also less satisfied with their lives, were likely to report more psychosomatic symptoms, and more instances of negative affective states.

Enter Table 4 About here

The extreme right-hand column of Table 4 presents the correlations between the total stress index (the sum of the seven factors) and the three measures of well-being. All are significantly different from zero, most at the .001 level of confidence.

Stress and Satisfaction with Help of Parents and Peers

The relationships between the amount of stress adolescents experienced and their satisfaction with the help they received

from each of the three sources were examined. These data are presented in Table 5. About sixty percent of the correlations (12 of 21) were significantly different from zero at the .05 level of confidence or better. These results indicate that, in general, adolescents who were more satisfied with the help received from each of the three sources also reported experiencing less stress. These data also suggest that the relationships reported in Table 3 between the satisfaction with informal help measures and the measures of well-being, might be a function of the fact that those individuals who were more satisfied with the informal help they received also experienced less stress.

Enter Table 5 about here

Controlling for Total Experienced Stress.

Table 6 shows the relationship of the satisfaction with informal help measures and the various measures of well-being, partialling out the effects of total experienced stress. Sixteen of the thirty-nine correlations are significantly different from zero at the .05 level of confidence (approx. 40%). In this instance, the three helpers accounted for approximately the same number of significant relationships (mother 5; father 5; peers 6). This would seem to suggest that under conditions controlling for total stress, the influence of mothers, fathers and peers help on an adolescents well-being is the same.

Enter Table 6 about here

Benefits of Informal Help under High and Low Experienced Stress

A further analysis was carried out to determine whether the beneficial effects of informal helping would be different under conditions of high experienced stress than under low experienced stress conditions. This seemed to be a plausible expectation given the previous findings. In operational terms, the three measures of satisfaction with a specific person's help were expected to be more strongly related to the various measures of well-being (controlling for levels of experienced stress) under conditions of high experienced stress than low experienced stress. To test this, the sample of adolescents was divided at the median on the total stress measure into high and low stress sub-groups. The correlation between the three satisfaction with informal help measures and the measures of well-being were determined separately for each of the high and low stress groups, partialling out the effects of experienced stress. The magnitude of the correlations of the same variables obtained in the two groups were then compared. If the effects of experienced stress was found to make no difference, one would expect that the correlations in the high stress group would be larger than in the low stress group 50 percent of the time. In fact we found 62% of the correlations were higher in the high stress group. This percentage is significantly different ($p < .05$) from an expected percentage of 50%.

Discussion

The results clearly point out that adolescents view their parents and peers as their most valuable helpers, to be called upon when problems and anxieties arise. Although adolescents are in a period where they are expanding their relationships, their closest relationship to date are probably still those with family

members, with peer relationships becoming increasingly important. What is surprising however, is that in spite of the fact these adolescents spend a considerable part of their day in a school environment, neither teachers nor school counselors were indicated as important resources. This might not be an important issue except that it is obvious that many of the adolescents in the present sample had not established satisfactory helping relationships with either parents or peers and were clearly in more distress than was necessary perhaps because of a void in their support system. Given that trained helpers are employed by the schools from which the subject group was drawn, it would seem important to discover why these individuals are not perceived as important sources of guidance and support by those young people who could use them.

A further examination of the findings indicate strong support for the model (Figure 1) underlying this study. First of all, degree of stress which adolescents reported was directly and significantly related to measures of their health and well-being. This is in line with current thinking on the relationship between stress and physical and psychological disturbance or pathology (Selye, 1976; Dohrenwend and Dohrenwend, 1975). Secondly, adolescents who expressed greater satisfaction with the help provided by their parents and peers reported experiencing less stress in their lives. Although direction of causality has not been determined, one could postulate that informal helping has a preventative or therapeutic potential, the effect of which can mitigate the stresses arising for adolesence in their daily living. Certainly the research literature suggests that lay helpers can be as effective

as professional helpers in having a therapeutic effect for individuals in distress (Brammer 1976; Carkhuff, 1970). Another finding was that adolescents who reported greater satisfaction with the help of their parents and peers also showed evidence of greater satisfaction with life, more positive affective states, and fewer indications of psycho physical symptomatology. These relationships remained when controlling for levels of experienced stress, attesting to the positive influence of helping.

Adolescents who have good helpers to rely on clearly reap important benefit from these relationships. There are a number of ways in which helping relationships can contribute to the welfare and well being of the adolescent. Because of his immaturity and because of the changes which pressure him, the adolescent is vulnerable to conflicts, confusions and anxieties. A helper can offer an adolescent emotional support and concrete help to confront and deal with these emotions and the conditions which caused them. He can offer a sympathetic ear and understanding, assurance of continued acceptance and affection, and reassurance that his problems and feelings are manageable. In addition, adults in particular can help bring an objective reality to the adolescent's perspective when he may be obsessed with his own subjective distress. By modelling and guidance, they can educate the adolescents in the complexities of problem solving, decision making, setting goals, making choices, and evaluating beliefs and values. All in all, helpers have the potential of giving an adolescent a sense of security through knowing that he is not alone with his turmoil; they can help him maintain a sense of self worth even in the face of a fluid self image; they can give him a sense of

"becoming" rather than of being ineffectual or a failure, and they can help him develop a sense of his own competence through demonstrating and teaching more effective coping skills. Each of these can operate to diminish the crisis nature and intensity of the problems and feelings faced by adolescents. As a result the threat and anxiety felt by the adolescent may be reduced and day to day living can be approached confidently and optimistically, rather than with uncertainty and frustration.

The value of informal helping for adolescents has been confirmed in the present study. It is somewhat disappointing then to realize that the presence and adequacy of helpers in an adolescents' life is often such a chance event. The importance of helping relationships for adolescents certainly deserves greater emphasis and attention. Human relations training (Carkhuff, 1970), parent effectiveness training (Gordon, 1970) and peer counseling programs (Hamburg and Varenhorst, 1972), are some of the excellent ways in which parents, educators, and adolescents can avail themselves of helping skills and become more sensitive to what they have to offer young people who are in the difficult transition period. Perhaps adolescence does not have to be the painful and problematic period it is for so many, if the help is available as a significant and integral feature of their personal relationships.

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Footnotes

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Figure 1

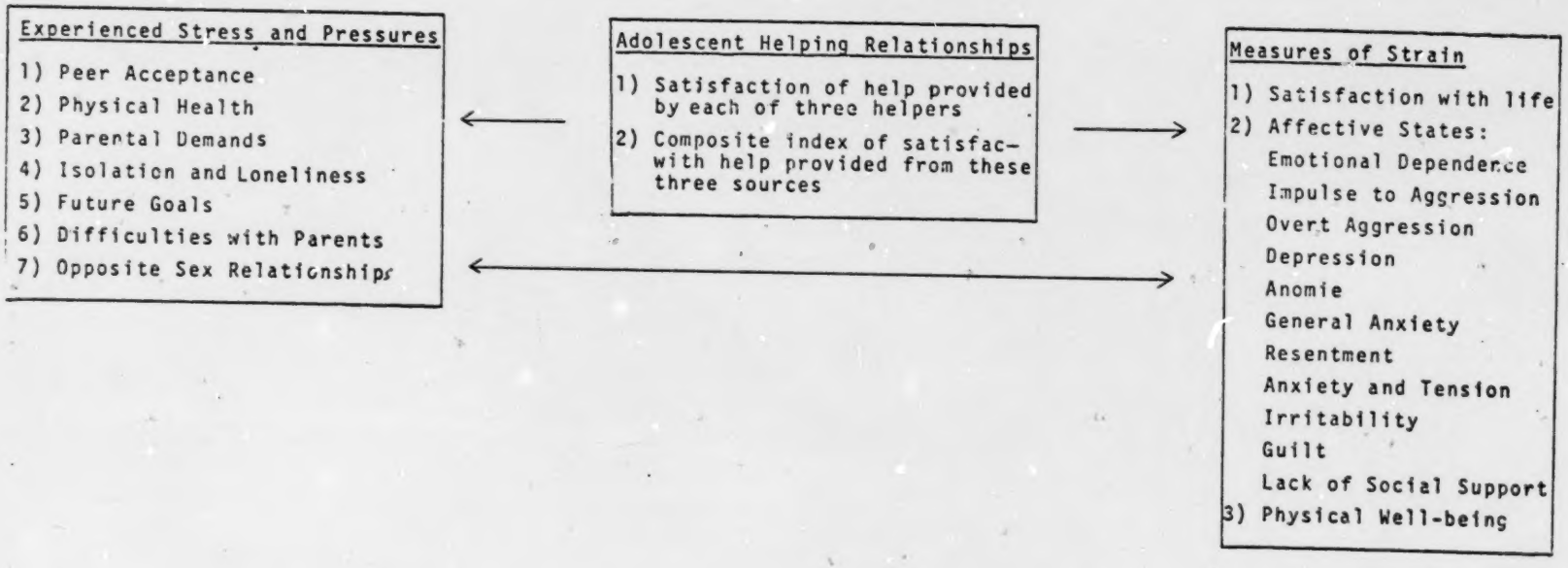
Experienced Stress and Pressures
1) Peer Acceptance
2) Physical Health
3) Parental Demands
4) Isolation and Loneliness
5) Future Goals
6) Difficulties with Parents
7) Opposite Sex Relationships
Adolescent Helping Relationships
1) Satisfaction of help provided by each of three helpers
2) Composite index of satisfac- with help provided from these three sources
Measures of Strain
1) Satisfaction with life
2) Affective States:
Emotional Dependence
Impulse to Aggression
Overt Aggression
Depression
Anomie
General Anxiety
Resentment
Anxiety and Tension
Irritability
Guilt
Lack of Social Support
3) Physical Well-being

Table 1

Demographic Characteristics of the Sample

1) Age

13	4 %
14	21 %
15	13 %
16	10 %
17	18 %
18	24 %
19	7 %
20	2 %

2) Sex

Male	34 %
Female	66 %

3) Grade

9	31 %
10	8 %
11	16 %
12	9 %
13	36 %

4) Age of Mother

35 or under	6 %
36 - 40	23 %
41 - 45	32 %
46 - 50	22 %
51 - 55	12 %
56 - 60	2 %
Over 60	0 %

5) Age of Father

35 or under	2 %
36 - 40	12 %
41 - 45	27 %
46 - 50	27 %
51 - 55	19 %
56 - 60	5 %
Over 60	3 %

6) Present Annual Family Income

under $5,000	3 %
$5,000 - 7,500	3 %
7,500 - 10,000	10 %
10,000 - 12,500	6 %
12,500 - 15,000	11 %
15,000 - 18,000	10 %
18,000 - 21,000	8 %
21,000 - 25,000	9 %
over 25,000	12 %

7) Formal Education of (a) Father (b) Mother

No High School	18 %	20 %
Some High School	21 %	23 %
Completed High School	22 %	28 %
Some College	6 %	6 %
Completed College	14 %	8 %
Some Graduate School	3 %	4 %
Completed Masters	7 %	6 %
Beyond Masters level	5 %	1 %

8) Number of Brothers

0	28 %
1	39 %
2	23 %
3	7 %
4	2 %
5 or more	1 %

9) Number of Sisters

0	35 %
1	38 %
2	20 %
3	4 %
4	2 %
5 or more	1 %

10) Birth Order

First	32 %
Second	35 %
Third	19 %
Fourth	7 %
Fifth	2 %
Sixth	1 %
Other	2 %

Table 2

Reliability of Measures Used (Coefficient Alpha)

Measure of Stress	Number of Items	Reliability
Peer Acceptance	6	.81
Physical Health	2	.76
Parental Demands	2	.68
Isolation and Loneliness	5	.81
Future Goals	2	.34
Difficulties with Parents	5	.75
Relationships with Opposite Sex	2	.68
Satisfaction with Informal Helping		
Total Satisfaction with Helpers	3	.57
Measures of Well-being		
Satisfaction with Life	7	.74
Mental and Physical Well-being	17	.84
Emotional Dependence	6	.57
Impulse to Aggression	4	.68
Overt Agression	3	.64
Depression	6	.76
Anomie	8	.83
General Anxiety	7	.78
Resentment	7	.79
Anxiety and Tension	5	.80
Irritability	8	.77
Guilt	5	.78
Lack of Social Support	4	.72

TABLE 3

	Satisfaction With Mother's Help	Satisfaction With Father's Help	Satisfaction With Peer's Help	Total Index of Satisfaction With Help.
Life Satisfaction	.49*	.34*	.35*	.54*
Physical Well-Being	-.29**	-.30*	-.08	-.32*
Emotional Dependence	-.19**	-.07	.08	-.10
Impulse To Aggression	-.26*	-.26*	-.05	-.33*
Overt Aggression	-.00	-.11	.10	-.03
Depression	-.27*	-.11	-.06	-.20**
Anomie	-.48*	-.31*	-.26*	-.48*
General Anxiety	-.22*	-.22*	-.08	-.26*
Resentment	-.23*	-.25*	-.21*	-.36*
Anxiety and Tension	-.13***	-.15***	-.00	-.14***
Irritability	-.13***	-.20**	-.05	-.20**
Guilt	-.08	-.08	.02	-.08
Lack of Social Support	.14***	.16***	-.00	.16***

* Correlation is significantly different from zero at the .001 level of confidence, one-tailed test

** Correlation is significantly different from zero at the .01 level of confidence, one-tailed test

*** Correlation is significantly different from zero at the .05 level of confidence, one-tailed test

Table 4

Experienced Stress and Individual Well-being

	Peer Acceptance	Physical Health	Parental Demands	Isolation & Loneliness	Future Goals	Difficulties with Parents	Relationship with Opposite Sex	Total Stress
Life Satisfaction	.55*	.09	.33*	.57*	.33*	.48*	.31*	.60*
Emotional Dependence	-.18**	-.09	-.15**	-.19*	-.22*	-.18**	-.33*	-.63*
Impulse to Aggression	-.33*	-.09	-.36*	-.38*	-.12***	-.38*	-.25*	-.30*
Overt Aggression	-.06	-.08	-.19*	-.06	.03	-.11***	-.02	-.45*
Depression	-.43*	-.08	-.18**	-.47*	-.16**	-.31*	-.30*	-.15**
Anomie	-.62*	-.20*	-.34*	-.66*	-.26*	-.50*	-.48*	-.47*
General Anxiety	-.62*	-.31*	-.33*	-.62*	-.40*	-.44*	-.58*	-.71*
Resentment	-.56*	-.23*	-.33*	-.63*	-.29*	-.48*	-.42*	-.74*
Anxiety & Tension	-.40*	-.21*	-.24*	-.40*	-.26*	-.29*	-.30*	-.69*
Irritability	-.39*	-.14**	-.26*	-.43*	-.23*	-.25*	-.39*	-.50*
Guilt	-.36*	-.21*	-.15**	-.40*	-.26*	-.32*	-.30*	-.49*
Lack of Social Support	-.31*	-.17**	.06	-.18**	-.16**	-.04	-.27*	-.46*
Physical Well-being	-.49*	-.18**	-.32*	-.55*	-.26*	-.43*	-.44*	-.24*

* Correlation is significantly different from zero at the .001 level of confidence, one-tailed test.

** Correlation is significantly different from zero at the .01 level of confidence, one-tailed test.

*** Correlation is significantly different from zero at the .05 level of confidence, one-tailed test.

Table 5

Experienced Stress and Satisfaction with Informal Helping Relationships

Life Stresses	Satisfaction with Mother's Help	Satisfaction with Father's Help	Satisfaction with Peer's Help	Total Index of Satisfaction with Help
Peer Acceptance	.30*	.19**	.23*	.33*
Physical Health	-.04	.03	.02	.01
Parental Demands	.30*	.14	.13	.25*
Isolation and Estrangement	.36*	.39*	.27*	.46*
Future Goals	.13	.11	.08	.15**
Difficulties in Parents' Relationship	.42*	.29**	.14***	.40*
Relations with Opposite Sex	.19**	.15***	.01	.20**
Total Stress	.41*	.31*	.17**	.42**

* Correlation is significantly different from zero at the .001 level of confidence, one-tailed test

** Correlation is significantly different from zero at the .01 level of confidence, one-tailed test

*** Correlation is significantly different from zero at the .05 level of confidence, one-tailed test

Table 6

	Satisfaction with Mother's Help[a]	Satisfaction with Father's Help	Satisfaction with Peer's Help	Total Index of Satisfaction With Help
Life Satisfaction	.34*	.20*	.31*	.40*
Physical Well-being	-.04	-.14***	.04	-.09
Emotional Dependence	-.08	.02	.14***	.03
Impulse to Aggression	-.10	-.14***	.03	-.17**
Overt Aggression	.06	-.07	.13***	.03
Depression	-.10	.04	.03	.00
Anomie	-.30*	-.14***	-.20*	-.29*
General Anxiety	.13***	.00	.07	.08
Resentment	-.07	-.06	-.13***	-.11***
Anxiety and Tension	.09	.00	.10	.09
Irritability	.09	.06	.04	.01
Guilt	.14***	.07	.12***	.14***
Lack of Social Support	.30*	.25*	.04	.30*

[a] The correlations in the table partial out the effects of total stress.

* Correlation is significantly different from zero at the .001 level of confidence, one-tailed test

** Correlation is significantly different from zero at the .01 level of confidence, one-tailed test

*** Correlation is significantly different from zero at the .05 level of confidence, one-tailed test